

**Commonwealth of Massachusetts
Executive Office of Public Safety
Application for Grant Funds**



**State Fiscal Year 2005
Governor's Safe and Drug-Free Schools
and Communities Act**

**Mitt Romney
Governor**

**Kerry Healey
Lieutenant Governor**

**Edward A. Flynn
Secretary of Public Safety**

**One Ashburton Place, Room 611
Boston, MA 02108
(617) 727-0786**

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Please call Kevin Stanton, State Director at (617) 727-0786, ext. 25587 or email him at Kevin.Stanton@state.ma.us with any questions concerning this *Application for Grant Funds*.

SECTION I OVERVIEW OF FEDERAL ACT

Legislative Update: On January 8, 2002 President Bush signed into law the No Child Left Behind Act (NCLB) of 2001, Public Law 107-110, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The NCLB emphasizes the Administration's "four pillars" for education reform – accountability, use of science-based programs, parental and community involvement, and local decision making – and is designed so that Federal support for elementary and secondary education ensures that every student achieves academic success.

The Safe and Drug-Free Schools and Communities Act (SDFSCA) (Title IV, Part A of the ESEA) is a critical part of President Bush's national effort to ensure academic success for all students. Effective July 1, 2002, the SDFSCA State Grants (Subpart 1) program authorizes a variety of activities designed to prevent school violence and youth drug use, and to help schools and communities create safe, disciplined, and drug-free environments that support student academic achievement.

State Authority: Pursuant to SDFSCA subpart 1, Governor Mitt Romney of the Commonwealth of Massachusetts has the authority to award Safe and Drug-Free Schools and Communities Act grants. The Governor has transferred this authority to the Secretary of Public Safety, Edward A. Flynn.

Governor's Program Law: (Federal Law) Section 4112(a) of the SDFSCA describes authorized uses of SDFSCA funds allocated to Governors. This law requires Governors to use their funds for competitive grants and contracts to Local Education Agency (LEAs), community-based organizations, or public entities and private organizations, and consortia thereof. This application is requesting responses for the Governor's portion only of the MA SDFSCA funds. In awarding these funds, the Governor or their designee must give priority to children and youth who are not normally served by State Education Agency (SEAs) or LEAs, populations that need special services, or youth who are underserved. Additionally, the Governor or their designee must give special consideration to grantees that pursue a comprehensive approach that includes incorporation of mental health services related to drug and violence prevention. Upon award notification, the Governor's program will provide technical assistance to LEAs, community-based organizations, other public entities and private organizations as needed and will monitor the activities of these entities throughout the award cycle.

For more federal administrative regulations or to receive a copy of the Education Department General Administrative Regulations (EDGAR) publication, visit the United States Department of Education's Web site at:
<http://www.ed.gov/offices/OCFO/grants/edgar.html>.

SECTION II

GENERAL INFORMATION

Purpose

The purpose of this grant application is to provide funds for an exemplary, model, or effective program that is built upon scientifically based research and has been proven to prevent or reduce drug use, violence and/or juvenile delinquent behavior and activity amongst our youth. An applicant's submission of an exemplary, model, or effective type program must meet and adhere to the federally required "Principles of Effectiveness" outlined in *Section III* of this application. *Please note, a program considered promising will not meet the federal criteria for funding.*

Fund Availability

There will be two amounts of funding available for these awards. Applicants must decide if they are seeking a one year \$50,000.00 award or two year \$100,000.00/year award. Applicants can only select one award type and will have to indicate in their application which grant amount they are seeking. It is estimated that approximately \$2.5 million will be available for grant awards.

Terms of Grants

The EOPS will award a minimum of 22 one year awards up to \$50,000.00 each for one of the following grant categories: High Risk Youth (HR) grants or Youth Violence Prevention (YVP) grants. HR grants are designated for programs aimed at preventing or reducing drug use or juvenile delinquent behavior and activity. YVP grants are designated for programs aimed at preventing or reducing teen dating violence, bullying, fighting, etc. Initially, a minimum of 11 awards will be set aside for each grant type. If one particular grant category fails to receive 11 applicants or 11 qualified proposals, EOPS reserves the right to add more funds to another grant category awarding more than 11 proposals for a particular award type. The EOPS will also award a minimum of 15 two year awards up to \$100,000.00 each/year for one of the following grant categories: High Risk Youth (HR) grants or Youth Violence Prevention (YVP) grants.

Duration of the Grants

\$50,000.00 one year grants: September 1, 2004 to August 31, 2005.

\$100,000.00 two year grants: September 1, 2004 to August 31, 2006.

Eligible Bidders

A Massachusetts State Agency, Law Enforcement Institution/Department, Nonprofit Prevention Organization (501c 3), or Local Educational Agency (public or private school department or district) that have the resources and capability of implementing and providing direct programmatic services for youth.

Fund Disbursement

- \$50,000.00 one year awards will be disbursed immediately upon award notification.

- \$100,000.00 per year awards will be on a quarterly reimbursement basis only. These grants will not be up front awards. Every 3 months, a grantee will submit a programmatic and financial quarterly report requesting reimbursement for services provided during that time period.

Allowable Expenditures

- Funds for both funding types may be used only for direct service staff, stipends, training, educational materials, grant-related in state travel, and program evaluations.
- No food, equipment (e.g., video cameras, VCR's computers etc.), out of state travel, or lodging shall be purchased using funds from this grant unless a waiver is granted.
- No administrative overhead costs shall be paid for using funds from this grant.
- Funds for programs and services provided through this grant shall supplement, not supplant (i.e., take the place of) programs and services provided by state, federal and/or local funds.

Program Administration/Oversight

- All award recipients that choose to create printed materials for use in conjunction with this grant are required to print the following statement on them: **“Funds provided by the Governor’s Safe and Drug-Free Schools and Communities program”**.
- The applicant receiving this award is expected to comply with all federal regulations contained in the Office of Management and Budget (OMB) Circular No. A-133 and all others that apply to your organization. For further information contact the Office of Management and Budget Government Publishing Office at <http://www.whitehouse.gov/omb/circulars>.
- Awardees must submit timely and accurate quarterly financial and programmatic reports,
- Recipients will be required to host a maximum of 2 site visits during the duration of an award,
- Program administrators will be required to submit budget amendments and inform EOPS of any program changes before they are implemented, for approval,
- Program administrators must adhere to all guidelines listed in the Protection of Pupils Rights Amendment (see Appendix A), and
- All awardees must implement program activities and events according to the “Principles of Effectiveness” and in compliance with all appropriate state and federal rules and regulations (see Section III).

SECTION III

PRINCIPLES OF EFFECTIVENESS/FRAMEWORK

Principles of Effectiveness

The SDFSCA is a central part of the Federal Government's effort to encourage safe and drug-free learning environments that support student academic achievement. Funded programs provide support for our Nation's communities to help prevent alcohol and other drug use, as well as youth violence.

The Principles of Effectiveness provide the framework to assist States and local entities in designing, implementing, and evaluating high-quality programs and achieving measurable results.

Coordination and collaboration are critical themes that are interwoven throughout the SDFSCA; the legislation calls for Governors and SEAs to work with individuals and organizations that represent all facets of our schools and communities to develop and implement plans that will effectively foster a safe learning environment and prevent illegal use of drugs and alcohol.

Subgrantees **must** consult, on an ongoing basis, state and local governments, school representatives, parents, teachers, students, community-based organizations and others in the development of applications as well as the design and development of programs and activities implemented under the SDFSCA.

Applicants seeking funds **must** implement and structure their program or activity around these principles. All of the following "Principles of Effectiveness" must be included in your proposal for eligibility of funds:

1. Needs Assessment:

All programs and activities must be based on an assessment of objective data regarding the incidence of schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and/or illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.

Each grant applicant shall conduct a thorough assessment of the nature and extent of various issues related to delinquent, criminal and disruptive youth activity within the cities and towns to be served. Grantees are encouraged to build on existing statistical data collection efforts and examine available objective data from a variety of sources, including schools, police departments and public health agencies. Grantees are encouraged to assess the needs of all youth who reside in a particular area or region within the Commonwealth to better target, identify and prioritize those youth with the

greatest need. Components of a successful needs assessment should include the following: availability of relevant services in communities and schools, statewide data on drug use and violence problems, and the correlation between local and regional data and the safety of youth and families within the communities to be served.

Applicants must collect “objective” data, which means that it is not influenced by emotion, surmise, or personal opinion. While subjective information may play an important part in understanding implementation and other program issues, it is important for applicants to base decisions about program development on objective data. Examples of objective data include information from records that details the number of referrals to law enforcement for bringing a firearm to school, attendance truancy rates, court referrals, suspension and expulsion rates, vandalism work orders, gang activity rates, juvenile arrest records, regional or district data about the proportion of youth engaged in drinking or drug related activities, or other data which is relevant to the safety of our youth and the communities in which they reside. Program activities should demonstrate real measurable progress toward a safe and drug-free learning environment.

Program activities must be designed in conjunction with data collected in the needs assessment process. Despite demonstration of significant expenditure of resources and effort to collect objective information, all too often applicants demonstrate limited use of the information. Data analysis must be made an integral part of an applicant’s planning process. For example, an analysis of various pieces of data collected might help identify:

- What drugs are used in the area?
- Are drugs used by many students or is their use concentrated in a more limited segment of the population?
- Are particular drugs used more prevalently by some youth age groups?
- What other prevention resources are available or activities are being implemented in the school or community?

The answers to these and similar questions should help you understand and prioritize needs, identify a specific problem for attention, develop measurable goals related to that problem, and select effective programs for implementation. Similar analyses and planning can be conducted utilizing violence data.

Based on a combination of this objective analyzed information and detailed knowledge about existing prevention efforts and their effectiveness, applicants should ultimately be able to establish high-priority targets for problems impacting their youth and communities that currently are not being effectively addressed.

2. Setting Measurable Goals and Objectives:

All programs and activities must be based on an established set of performance measures aimed at ensuring that the elementary schools, secondary schools and communities to be served by the program have a safe, orderly, and/or drug-free learning environment.

The purpose of this section is to provide a framework for the program and to provide performance standards. There is a lot of confusion about the definition and the difference between a “goal” and an “objective.” For the purposes of this proposal please use this definition for the basis of writing this section:

A goal is a general statement that is written first and which reflects the long range target or purpose of your program. It is not necessarily time framed and does not have to be measurable. Some goals may address the entire youth population in a particular community, while others may be specific to target certain groups or specific youth. Grantees shall develop goals and objectives that focus on behavioral or attitudinal program outcomes, as well as on program implementation (sometimes called process data). While measures of implementation (such as the hours of instruction provided or number of community members trained) are important, they are not sufficient to measure program outcomes. Grantees shall develop goals and objectives that permit them to determine the extent to which the programs are effective in reducing or preventing risk factors which lead to a community or schools being labeled unsafe. Objectives describe how each goal will be achieved. They are smaller in scope than goals, can be measured and serve as the core of the program. The number of objectives necessary to meet each goal can vary. An objective should:

- Specify an outcome rather than a process (whenever possible);
- Be stated as an overt behavior that can be observed directly;
- Use strong action verbs; and
- Describe a single outcome.

A performance measure is one that permits a quantitative assessment of progress. An example of a performance measure that might be adopted by an applicant is: “To reduce the number of fights between students in the upcoming school year by one-half compared to the previous year.” It will be easy to assess progress toward achieving this goal because it includes a quantifiable outcome [provided that baseline (or beginning) data exist and that a process is in place for counting fights during the school year.] Regional or local performance measures should be directly related to the results of the regional or local needs assessment, and if applicable linked to performance measures established by the State. An analysis of data collected as part of the needs assessment should help focus attention on the most problematic issues and guide the development of performance measures that relate to improvement in those areas. The number of performance measures should be based on individual needs and adequately reflect the outcomes to be achieved. A few, well chosen performance measures are probably sufficient for most programs. Applicants must remember that these funds can only be awarded to support programs that prevent or reduce violence and/or illegal drug use. Therefore, it is critical

that performance measures include goals that relate to reduced violence or drug use. It is also allowable for applicants to adopt goals related to changing attitudes that are predictors of or precursors to youth drug use or violent behavior or goals related to the quality of program implementation.

3. Effective Research-Based Programs

A program or activity must be based on scientifically based research that provides evidence that the program to be used will reduce violence and/or illegal drug use.

All applicants must choose to implement a scientifically based research program or activity that shows a strong likelihood of success based on its design and theory. For purposes of this grant application, scientifically based research is defined as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This includes research that:

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurement or observational methods that provide reliable and valid data across evaluators and observers, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

An effective, model or exemplary type program is one that meets its objectives in terms of producing positive outcomes. That is, the program demonstrates effectiveness in (a) preventing or reducing substance abuse or violent and disruptive incidences known to lead to an environment being unsafe; (b) changing the knowledge, attitudes, and beliefs that lead to substance abuse and violent behavior; or (c) promoting or strengthening protective factors, such as good interpersonal problem-solving skills, that are associated with improving the safety and overall quality of a community. Ideally, the program also demonstrates a sustained effect and produces positive outcomes that are associated with populations other than the ones with which it was tested.

Researched-based programs should be implemented consistent with the manner in which they were implemented when they were demonstrated to be effective by the program's creator. Some minor modifications to adapt programs to local needs or circumstances may be acceptable. However, recipients must be cautious not to change important

elements, including duration and intensity of the intervention, instructional/pedagogical approach, instructional responsibility (e.g., teacher-lead, peer-lead), materials, or training protocols through the modification. **Excessive program alterations or modifications may nullify the scientific basis of the program, making it ineligible for SDFSCA funding.**

4. Program Evaluation:

A program or activity must be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research. A grant recipient shall evaluate its program periodically to assess its goals and objectives and use its evaluation results to refine its goals and objectives as appropriate.

Evaluation is the systematic collection and analysis of data needed to make decisions about the operation and/or outcome of a program. Periodically, recipients will need to examine the programs they implement to determine if they meet established performance measures. The nature and extent of such evaluation activities will vary, and evaluation methods should be selected that are appropriate and feasible to measure success of a particular intervention. The applicant should determine how often they need to re-examine their progress toward reducing violence and/or illegal drug use amongst the population receiving services.

Evaluation results must be used to refine, improve, and strengthen the program, and to refine the performance measures. In addition, the results must be made available to EOPS and DOE upon request in an effort to monitor program compliance. Grant recipients shall assess their program and use the information about program outcomes and fidelity of replication to re-evaluate existing program efforts. EOPS recognizes that prevention programs may have a long implementation phase, may have long-term goals, and may include some objectives that are broadly focused. However, grantees shall not use SDFSCA funds to implement programs that cannot demonstrate either reduction or prevention of delinquent activity currently impacting your youth target population. Grantees shall use their assessment results to determine whether programs need to be strengthened or improved, whether program goals and objectives are reasonable, or have already been met and should be revised. The State has the authority to terminate or disallow renewal of any programs deemed not to be effective. The State will take into consideration the needs of the area, the goals of the program, and the evaluation results when reaching such a decision.

All applicants must adhere to the guidelines listed in the “Protection of Pupils Rights Amendment” (see Appendix A).

<p style="text-align: center;">SECTION IV SUBMISSION AND SELECTION PROCEDURES</p>

Submission Procedures

ANY APPLICATION THAT DOES NOT COMPLY WITH ALL OF THE FOLLOWING REQUIREMENTS MAY NOT BE REVIEWED.

- All proposals are due at the EOPS by **2:00 p.m. on Monday August 2, 2004** (no extensions will be granted).
- All applicants must show that they are implementing a research based program or activity proven to prevent or reduce drug use, violence or other juvenile delinquent disruptive behavior and activity.
- All applicants must submit an original and three copies of their grant application. Do not include any additional pages or materials other than what is requested (i.e., letters of recommendation, newspaper articles, pamphlets, etc.). Also, do not submit your application in a folder or binder.
- All proposals must be submitted using the enclosed format which can be downloaded at: www.mass.gov/ccj/update.htm. All applicants can submit no more than 7 pages to complete the program section of this application which includes any information about your organization, needs assessment and program design, structure and previous success.
- All applicants can submit no more than 3 pages to summarize their goals but may submit as many pages as needed of the goals and objectives worksheet.
- All applicants can submit no more than 2 pages to describe their evaluation methods and procedures used to prove program success.
- All applicants can submit no more than 2 pages to describe their budget summary.
- All portions of the application must be completed.
- The original application must have original authorized signatures and these signatures must be dated (**please use blue ink for all signatures**).
- The proposal must follow the order outlined in the instructions.
- **Electronic Facsimiles (faxes) will not be accepted.**
- **State contractual forms will be sent upon award notification from EOPS.**
- Proposals should be mailed or delivered to:

Executive Office of Public Safety/Programs Division
One Ashburton Place, Suite 2110
Boston MA, 02108
Attention: Kevin Stanton, State Director

Review and Selection Process

Applicants will be reviewed through a peer review process consisting of community-based service practitioners and the like. Peer review panels are comprised of representatives from many constituencies who have a stake in youth drug and violence prevention in the Commonwealth of Massachusetts.

Contingent on the amount of applicants, peer reviewers will be divided into panels of 3 who will read, evaluate and score each proposal. Each proposal will be assessed and given a numerical rating in the following areas:

- Needs assessment and appropriately selected program, description and design-
maximum 20 points
- Realistic, thorough and achievable goals, objectives, timelines, and activities-
maximum 20 points
- Description of proposed evaluation tools used for periodically monitoring/assessing a program for continuous improvement-**maximum 20 points**
- Reasonable and cost effective budget and compliance with state and federal rules-
maximum 20 points
- Submission Procedures (ability to follow the rules and guidelines for submitting this grant such as blue ink signatures, submitting required attachments, not exceeding page limits, completed face sheet, etc.). Reviewers will be told not to read any additional pages in a particular section that exceed the maximum limit. Margins and line spacing are at the discretion of the applicant. A minimum of 12 font is required-
maximum 20 points

The criteria used for assessing each proposal will be based on the applicant's ability in meeting all of the Principles of Effectiveness and ability to adhere to the application instructions and submissions protocol.

Notification And Implementation

Once applicants have been selected to receive a grant award, EOPS staff will begin the grant finalization process. Because the review, selection, and grant finalization process will take time, all applicants will be notified of their application status during the week of Monday August 23, 2004. Awardees should anticipate a program start date of Wednesday September 1, 2004 contingent upon the EOPS receiving all completed state contractual documents. *Please note, awards are not official until the day the EOPS signs and dates the standard contract.*

Section V

Components of the Application

Please read and follow all of the instructions carefully before completing this application.

Face Sheet and Assurance:

Please be sure to fill out the face sheet, assurance pages and all other documents which require a signature completely and accurately for our records. All signatures must be signed in blue ink.

Program Description and Needs Assessment:

This section can not be more than 7 pages total and should include the following answers to these questions or topics:

- Brief history of your organization which includes previous and current types of prevention services within your community and other grants within your organization
- List all active youth community boards or coalitions and any other collaborative partners you work with in your area or region. For example, partnerships with your local Community Health Network Area (CHNA) or Regional Centers for Healthy Communities, and so on.
- Various types of local data and identify their source detailing the greatest needs facing youth and the community
- Identify risk and protective factors
- Identify a selected target population based on your needs assessment
- Identify your selected research based program which should include why this program was selected, where is this program from-for example: (SAMHSA Model List and provide a link if possible, etc.), detailed description of the program structure and design(what it is, what it should accomplish, duration, hours of instruction, before, during or after school setting, etc.) and how it directly correlates to the local needs assessment that you provided. Please include any other information you feel will be relevant. Don't assume the review team knows about your selected program.

Helpful hint: Most nationally known evidence based programs were classified as exemplary, model or effective because they met the criteria outlined in Section III- *The Principles of Effectiveness* under *Effective Research Based Programs*. These programs were evaluated by some type of expert review panel such as the National Registry of Effective Programs. Most evaluators rate these types of programs on a 5-point scale on such characteristics as Integrity and Utility. A program rating a 4.0 or better on a 5-point scale would be classified as model, exemplary or effective therefore meeting the *Principles of Effectiveness*. Many of these national program lists also include promising programs. Most promising programs rate less than 4.0 on a 5-point scale therefore exempting them from these funds.

Goals and Objectives:

Applicants must have clear and direct program goals and measurable objectives. To fully understand, applicants must summarize their goals and provide the necessary information for the review team to understand them. This summary should not be more than 3 pages. Once that is completed, applicants will complete the Goals and Objectives Worksheets. Make as many copies as necessary of the goals and objectives worksheet when completing this section. It is helpful to write objectives using the following language:

By *(when)*, *(%)* of *(who)* will *(indicator)*.

By *(when)*, *(indicator)* will *(change)* among *(who)*.

To complete this section of the proposal applicants should specifically outline the goals and objectives of the program, making sure to follow the definitions supplied in this application. The following should be included:

In outline form, describe each goal and underneath it all associated objectives (as demonstrated below):

Goal # 1:

Objective # 1:

Objective # 2:

Objective # 3:

Goal # 2:

Objective # 1:

Objective # 2:

Next, describe each goal and objective (refer to Goals and Objectives Summary) and include the following for each objective (list one objective per page; make as many copies of the worksheet as you need):

For the activity section of this worksheet:

- Describe briefly each activity to be carried out.
Timeline and Person Responsible:
- When will the activity be completed and by whom?
Process Measure:
- What evidence are you using to indicate that the activity was implemented?
Impact Outcome Assessment:
- What measures will be used to ascertain whether the objective was reached?

Evaluation:

As previously indicated, recipients of EOPS funds will need to periodically examine the programs being implemented to determine if they are meeting established goals and measurable objectives. The nature and extent of such evaluation activities will vary, and should be selected after considering the methods that are appropriate and feasible to measure success of a particular intervention. This section should not be more than 2 pages and should include:

- What method(s) of evaluation will be used to monitor progress towards objectives,
- What will be assessed, and
- What systems will be put into place to ensure utilization of program assessments for improvement?

Programs that understand and prioritize their needs, identify a specific problem for attention, develop measurable goals related to that problem, and select an effective program or strategies for implementation should experience positive results.

Budget

Applicants must adhere to funding criteria listed in the previous section “fund use”. A summary of your budget must be included that justifies your expenses. This should not be more than 2 pages. The detail budget summary sheets should be used to itemize your expenses and should provide sufficient detail in your summary that will explain each line item of the proposed budget. Your proposal may be disqualified if items are included in the budget that are stated in this application as unallowable expenses. Please remember that the \$50,000.00 grant awards are only 1 year and are paid fully up front at the start of your program. The \$100,000.00 awards are for 2 years and on a reimbursement basis only. If awarded, you will receive an award packet containing the necessary documents needed to submit your reimbursement expenses. Program expenses for \$100,000.00 awards are reimbursed every 3 months. The EOPS is only requesting your budget breakdown for this year. Please note, there is no match required for this grant.

FACE SHEET

Governor's Safe and Drug-Free Schools and Communities Act

Award Type (please circle): \$50,000.00 one year or \$100,000.00 two years

1.) Name of Organization:

Address:

City/Town, Zip:

Phone: () - **Fax:** () -

2.) Chief Executive Officer:

Address:

City/Town, Zip:

Phone: () - **Fax:** () -

2.) Financial Officer:

Phone: () - **Fax:** () -

4.) Project Title and Type: High Risk or Youth Violence

5.) Exact Funds Requested for 1 Year: \$

6.) Project Coordinator: *This is the person who will be contacted for most questions*

Name:

Title:

Address:

City/Town:

Phone: () - **Fax:** () -

E-Mail:

ASSURANCES

I hereby authorize submission of this application for funds from the Governor's Safe and Drug-Free Schools and Communities Act grant under the Executive Office of Public Safety. I hereby assure if approved for this award that:

- A. it will be implemented in compliance with state and federal laws and regulations,
- B. it will be used to supplement and not supplant federal, state and local funds,
- C. the submission of reports on program activities and expenditures will be in a timely manner as required and adhere to all other EOPS requirements,
- D. all OMB circular requirements will be met,
- E. acknowledgement of the fund source will be printed on all materials used in conjunction with this program,
- F. funds will not be used for overhead or administrative costs,
- G. all surveys, analyses, and evaluations conducted, in whole or in part, with these funds will adhere to the guidelines listed in the Protection of Pupil rights Amendment,
- H. all regulations regarding lobbying, debarment, suspension and other responsibility matters including drug-free workplace requirements will be followed and acknowledged by signing and returning Appendix B,
- I. fund use will be used for programs based on a scientific researched design and geared toward a population not normally served, and
- J. resumes or biographical sketches of key personnel will be forwarded to the EOPS upon request.

I hereby attest to carefully reading and understanding the above mandates and all other regulations stated in this grant application for which I seek an award.

(Original Blue Ink Signatures required)

(signature) Chief Executive Officer

(signature) Program Director

Print Name

Print Name

Date

Date

PROGRAM SECTION
(7 page limit)

GOALS AND OBJECTIVES SUMMARY
(3 page limit)

GOALS AND OBJECTIVES WORKSHEET

(Make as many copies of this worksheet as necessary) Do not forget to summarize your goals first on a separate sheet or sheets (no more than 3 pages for the summary) prior to completing this worksheet(s).

Goal#_____:

Objective # _____:

ACTIVITY	TIMELINE	PROCESS MEASURE	Person Responsible

EVALUATION AND IMPACT OUTCOME ASSESMENT:

EVALUATION METHODS
(2 page limit)

Please refer to Appendix A, “Protection of Pupils Rights Amendment”, for regulations regarding surveys, analyses, or evaluations to be conducted with EOPS funds.

BUDGET OUTLINE

Name of Organization: _____

Budget Category

Charged to Grant

Personnel

\$ _____

Training

\$ _____

**Educational
Materials**

\$ _____

**Travel
(In State only)**

\$ _____

Other

\$ _____

TOTAL

\$ _____

BUDGET SUMMARY
(2 page limit)

Budget (continued)

DETAILED BUDGET SUMMARY : PERSONNEL

Please provide as much detail as possible and be specific.

Salaries Job Title Employee	Cost Per Hour	#of Hours	Total Charged to Grant
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TOTAL (Must agree with cost category in budget summary)

Supplant:

Are charges listed above for:

New employees hired specifically to work on the grant? Yes_____ No_____

Compensation for hours worked by employees above and beyond their regular hours (stipends)?

Yes_____ No_____

Detailed Budget Summary: In-State Training

Type of Training	Cost	Duration	Total Charge To Grant
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TOTAL (must agree with cost category in budget summary)

DETAILED BUDGET SUMMARY: EDUCATIONAL MATERIALS

Item

Cost per

Number

Total

Curricula:

Films and Videotapes:

Textbooks:

TOTAL (must agree with cost category in budget summary)

DETAILED BUDGET: TRAVEL

Local Travel	#of miles	Rate/Mile (\$.28)	Charged to Grant
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Public Transportation:

Total (Must agree with cost category in budget summary)

DETAILED BUDGET SUMMARY : OTHER

Please list each item and explain it in detail (e.g. cost per item, number of items)

Item	Total Charged to Grant
-------------	-------------------------------

TOTAL (Must agree with cost category in budget summary)

PROPOSAL CHECK- LIST

A complete proposal will consist of:

- Face Page
- Assurances (signed)
- Program Section
- Goals and Objective Summary Sheets(s)
- Goal and Objective Worksheets
- Evaluation
- Budget Summary, Budget Outline and Detailed Forms
- Appendix B (signed)
- Appendix C (signed)
- Appendix D (signed)
- Appendix E (signed)

**Send or hand deliver the original and three copies of your proposal
by 2:00pm , Monday August 2, 2004.**

**Executive Office of Public Safety/Programs Division
One Ashburton Place, Suite 2110
Boston, MA 02108
Attention: Kevin Stanton, State Director
Governor's Safe and Drug-Free programs**

Appendix A

UNITED STATES DEPARTMENT OF EDUCATION WASHINGTON, D.C. 20202

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, 34 CFR Part 98, applies to surveys, analysis, and evaluations that have been funded, in whole or in part, by the U.S. Department of education (ED). The law was amended in 1994 and the Department is currently writing new regulations to reflect the change in the law.

PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Complaints alleging violation of PPRA should attempt to show that the following conditions appear to exist:

- Funded, in whole or in part by DOE;
- The complainant is a parent or guardian of a student, or a student, directly affected by the activity;
- The survey, analysis, or evaluation seeks to reveal any of the seven categories of information listed above; and
- The school district did not obtain the prior written consent of the parent before the student was required to submit to a survey, analysis, or evaluation and/or the school district has not made available for inspection by the parent that survey, analysis, or evaluation and the instructional materials used in connection with the survey, analysis, or evaluation.

The address of the Family Policy Compliance Office is as follows:

**Family Policy Compliance Office
U.S Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605**

APPENDIX B
CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Executive Office of Public Safety determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Appendix B (continued)

(Please be sure to complete the previous page as well for this attachment)

**Certification Regarding Lobbying; Debarment; Suspension; and other
Responsibility Matters; and Drug-Free Workplace Signature Page**

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Sign and return this document when submitting your grant application.

Appendix C

NORTHERN IRELAND NOTICE AND CERTIFICATION

State agencies, state authorities, the House of Representatives or the state Senate may not procure goods or services from any person employing ten or more employees in an office or other facility located in Northern Ireland who fails to complete the certification below as required by M.G.L. c.7 section 22C:

_____The bidder does not employ ten or more employees in an office or other facility in Northern Ireland.

_____The bidder employs ten or more employees in an office or other facility located in Northern Ireland and certifies that:

- 1) the bidder does not discriminate in employment, compensation, or the terms, conditions and privileges of employment on account of religious or political belief; and
- 2) the bidder promotes religious tolerance within the work place, and the eradication of any manifestations of religious and other illegal discrimination; and
- 3) the bidder is not engaged in the manufacture, distribution or sale of firearms, munitions, including rubber or plastic bullets, tear gas, armored vehicles or military aircraft for use or deployment in any activity in Northern Ireland.

Signed under the pains and penalties of perjury on this _____ day of _____, ____.

Bidder Name

X

Signature of Authorized Representative Signing on Behalf of Bidder

Print Name of Authorized Representative of Bidder

Print Title of Authorized Representative of Bidder

Appendix D

CONTRACTOR AUTHORIZED SIGNATURE VERIFICATION FORM

Individuals: Individuals have **two options** to verify signature authorization:

1. **Official Sample of Signature.** Signature verification may be accomplished by submitting a copy of a driver's license, passport, social security card, business ID or other official form or identification containing the authorized signatory's signature, **OR**
2. **Notarization.** In the alternative, the Bidder can have their signature notarized in the space below.

Corporations. Corporations have **two options** to verify signature authorization.

1. **Authorization and Clerk Certification:** The Corporate Clerk may certify in the space below that they have witnessed the authorized signatory's signature (made in the Clerk's presence) **AND** that the signatory is authorized to execute contracts and other documents and legally bind the corporation. (**NOTE:** Clerks may not self-certify if they act as Clerk and as an authorized signatory. Alternative documentation should be submitted); **OR**
2. **Authorization and Official Sample of Signature or Notarization** (Complete both "a." and "b." below)
 - a. **Authorization.** The Bidder may attach a copy of a board of directors vote stating that each signatory is authorized to execute contracts and other documents and legally bind the corporation, **AND:**
 - b. **Official Sample of Signature or Notarization. (Select one option)**
 - **Official Sample of Signature.** Attach a copy of a driver's license, passport, social security card, business ID or other official form or identification containing an example of the authorized signatory's signature, **OR**
 - **Notarization.** Have each of the signatory's signature notarized (made in a notary's presence) below.

Partnership or Other Entities

1. **Authorization.** Attach documentation for each signatory of authorization to execute contracts and other documents and legally bind the partnership or other entity, **AND**
2. **Official Sample of Signature or Notarization:** (Select one option)
 - a. **Official Sample of Signature.** Attach a copy of a driver's license, passport, social security card, business ID or other official form or identification containing the authorized signatory's signature; **OR**
 - b. **Notarization.** Have their signature notarized in the space below.

THIS SECTION IS FOR NOTARIZATION OR CORPORATE CLERK CERTIFICATION

PRINT SIGNATORY'S FULL LEGAL NAME: _____

SIGNATURE: (as it will appear on documents) _____

(NOTARY) I, _____ as a notary public certify under the pains and penalties of perjury that I witnessed the signature of the aforementioned signatory on behalf of the Bidder, and the individual's identity was verified, on this date: _____, 20 _____. My commission expires on:

OR

(CORPORATE CLERK) I, _____ as corporate clerk of the Bidder/Contractor certify under the pains and penalties of perjury that I witnessed the signature of the aforementioned signatory and the signatory is authorized to execute contracts and other instruments and legally bind the Bidder/Contractor. This date: _____, 20 _____.

AFFIX CORPORATE SEAL OR NOTARY SEAL HERE:

Appendix E
Certification of Compliance with Regulations
Office for Civil Rights, US DOE
For Subgrants Issued by the Executive Office of Public Safety

INSTRUCTIONS: *Read the form completely, identifying, under “I”, the person responsible for reporting civil rights findings; and checking only the one certification under “II”* Based on the collected information (needs assessment), applicants should state the purpose behind their program and include their program structure and design (description), the intended impact it will have on the various targeted communities, background

Grant Project Title: _____
Subgrantee Name (Funded Entity): _____ Based on the collected information (needs assessment), applicants should state the purpose behind their program and include their program structure and design (description), the intended impact it will have on the various targeted communities, background information on the collaborative relationships between your organization and other resources throughout the Commonwealth, a history of your organization and previous success in providing similar

AUTHORIZED OFFICIAL’S CERTIFICATION: As the Authorized Official for the above Subgrantee, I certify by my signature below, that I have read and am fully cognizant of our duties and responsibilities under this Certification.

- I. **REQUIREMENTS OF SUBGRANT RECIPIENTS:** All subgrant recipients (regardless of the type of entity or the amount awarded) are subject to prohibitions against discrimination in any program or activity, and must take reasonable steps to provide meaningful access for persons with limited English proficiency.

◆ I certify that this agency will ensure that: our services are delivered in an equitable manner to all segments of the service population as required by law; our employment practices comply with Equal Opportunity Requirements, 28 CFR 42.207 and 42.301 *et seq.*

◆ I also certify that the agency will submit findings, if any, of discrimination by a state or federal court or administrative body to the Executive Office of Public Safety, Programs Division within 45 days of the finding, and/or if the finding occurred prior to the grant award beginning date, within 45 days of the grant award beginning date. A copy of this Certification will be provided to this person, as identified here:

Person responsible for reporting civil rights findings of discrimination: (Name, address & phone)
Name: _____
Address: _____
Phone: _____

- II. **EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEOP) CERTIFICATIONS:**
Check the box before **ONLY THE ONE APPROPRIATE CERTIFICATION** (A, B, C or D below) that applies to this subgrantee agency during the period of the grant duration noted above.

☐ **CERTIFICATION “A” (NO EEOP IS REQUIRED) ***

This funded entity has not been awarded more than \$1 million cumulatively from all programs administered by the U.S. Department of Education over an 18-month period that includes the above grant duration period; the recipient of funding has less than 50 employees; and the entity’s total grant is for less than \$25,000.00.

☐ **CERTIFICATION “B” (EEOP MUST BE ON FILE AND AVAILABLE FOR INSPECTION)**

This funded entity, as a for-profit entity or a state or local government having 50 or more employees, was awarded, through this grant from the Executive Office of Public Safety, Programs Division more than \$25,000, but less than \$500,000 in federal U.S. Department of Education. Also, it has not been awarded more than \$1 million cumulatively from all programs administered by the U.S. Department of Education over an 18-month period that includes the above grant duration period.

Therefore, I hereby certify that the funded entity has formulated an Equal Employment Opportunity Plan in accordance with 28 CFR 42.301, *et seq.*, subpart E, that it has been signed into effect by the proper authority and disseminated to all employees, and that it is on file for review or audit by officials of the Executive Office of Public Safety, Programs Division or the Office for Civil Rights, Office of Education Programs as required by relevant laws and regulations.

☐ **CERTIFICATION “C” (EEOP MUST BE SUBMITTED)**

This funded entity, as a for-profit entity or a state or local government having 50 or more employees, was awarded through this grant from the Executive Office of Public Safety, Programs Division more than \$500,000 in federal U.S. Department of Education funds, but, it has not been awarded more than \$1 million cumulatively from all programs administered by the U.S. Department of Education over an 18-month period that includes the above grant duration period.

Therefore, I hereby certify that the funded entity will submit, within 45 days of the award, an EEOP and/or an EEOP Short Form that will include a section specifically analyzing the subgrantee (implementing) agency.

☐ **CERTIFICATION “D” (EEOP MUST BE SUBMITTED)**

This funded entity, having 50 or more employees, has been awarded more than \$1 million cumulatively from all programs administered by the U.S. Department of Education, including this subgrant from the Executive Office of Public Safety, Programs Division, over an 18 month period that includes the above grant duration period.

Therefore, I hereby certify that the funded entity will submit, with 45 days of the award, an EEOP and/or EEOP Short Form that will include a section specifically analyzing the subgrantee (implementing) agency. (If you have already submitted an

* This is the Certification that most non-profits and small agencies will use.

EEOP applicable to this time period, send a copy of the letter received from the Office for Civil Rights showing that your EEOP is applicable.)

As the Authorizing Official for the above Subgrantee, I certify, by my signature below, that I have read and am fully cognizant of our duties and responsibilities under this Certification.

[Authorized Official's Signature]

[Date]

[Typed Name]

[Title]

Appendix F

OTHER PROVISIONS

Private School Participation

States and local recipients of SDFSCA are subject to the requirements in Section 9501 regarding participation of private school children and teachers. These requirements extend to discretionary grant programs authorized under Title IV, Part A and to the Community Service Grant Program (a formula program authorized by Section 4126 of the SDFSCA). Generally, the provisions require that children enrolled in private elementary and secondary schools (and their teachers) must be provided equitable educational services or other benefits, compared to services and benefits received by public school children and teachers.

States and local entities that are participating in the SDFSCA State Grants Program should also be familiar with the following other provisions related to the implementation of drug and violence prevention programs.

Unsafe School Choice Option

The Unsafe School Choice Option (USCO) (Section 9532 of Title IX, Part E, Subpart 2 of the ESEA) requires that each State receiving funds under the ESEA establish and implement a statewide policy requiring that students attending a persistently dangerous public school, or students who become victims of a violent criminal offense while in or on the grounds of a public school that they attend, be allowed to attend a safe public school. As a condition of receiving ESEA funds, each State must certify in writing to the Secretary that the State is in compliance with these requirements.

Detailed guidance about these provisions is available from the SDFSP regional program officer or on the Department's web site at <http://www.ed.gov/offices/OESE/SDFS/unsafeschoolchoice.doc>

Gun-Free Schools Act

The Gun-Free Schools Act (GFSA) was re-enacted as Subpart 3 of Title IV of the ESEA. The GFSA requires that each State receiving Federal funds under ESEA have in effect a State law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a firearm to school or to have possessed a firearm at a school. Each State's law also must allow the chief administering officer of the LEA to modify the expulsion requirement on a case-by-case basis, if that modification is in writing. The GFSA also requires that any LEA receiving funds under the ESEA have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by that LEA. In general, private

schools, including private schools whose students and teachers participate in federal education programs, are not subject to the provisions of the GFSA.

Additional information concerning GFSA provisions is available from the Safe and Drug-Free Schools Program (see Appendix G – Resources)

Pro-Children Act

The Pro-Children Act (PCA) of 2001 was re-enacted as Part C of Title IV of the ESEA. The PCA requires that smoking not be permitted in any indoor facility, or in some cases a portion of a facility, used routinely or regularly for the provision of certain types of “children’s services” to persons under age 18, if the services are funded by specified Federal programs either directly or through State or local governments. Applicable Federal funds for these types of children’s services include grants, cooperative agreements, loans, loan guarantees, contracts, and funds for construction, maintenance, and operations awarded by the Departments of Health and Human Services, Education or Agriculture. For Agriculture, the requirements apply only for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)]. In general, private schools, including private schools whose students and teachers participate in federal education programs, are not subject to the provisions of the PCA.

Additional information concerning PCA provisions is available from the Safe and Drug-Free Schools Program (see Appendix G – Resources).

Protection of Pupil Rights Amendment (PPRA)

The NCLB contains a major amendment to the Protection of Pupil Rights Amendment (PPRA) that gives parents more rights with regard to the surveying of minor students, the collection of information from students for marketing purposes, and certain non-emergency medical examinations. PPRA has been referred to as the “Hatch Amendment” and the “Grassley Amendment”. The recent changes to the law may be referred to as the “Tiahrt Amendment.” The statute is found in 20 U.S.C. 1232h and the regulations (not yet updated) are found in 34 CFR Part 98. In general, private schools, including private schools whose students and teachers participate in federal education programs, are not subject to the provisions of the PPRA.

Additional information concerning PPRA provisions is available from the Family Policy Compliance Office (see Appendix G – Resources).

Family Educational Rights and Privacy Act (FERPA)

FERPA is a Federal law that applies to educational agencies and institutions that receive Federal funds under any program administered by the Secretary of Education. Generally, FERPA prohibits the funding of an educational agency or institution that has a policy or practice of disclosing a student’s “education record” without the consent of the parent or eligible student. The FERPA statute is found in 20 U.S.C. 1232g and the regulations (not

yet amended to reflect the most recent legislative changes and Supreme Court decisions) are found in 34 CFR Part 99. In general, private schools, including private schools whose students and teachers participate in federal education programs, are not subject to the provisions of FERPA.

Additional information concerning FERPA provisions is available from the Family Policy Compliance Office (see Appendix G – Resources).

Transfer of School Disciplinary Records

FERPA permits schools to transfer education records on a student who is transferring to another school. See Section 99.31(a)(2) and Section 99.34 of the FERPA regulations. A new provision requires States that receive funds under the ESEA, within two (2) years, to provide an assurance to the Secretary that the State “has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.”

Additional information concerning these provisions is available from the Family Policy Compliance Office (see Appendix G – Resources).

Appendix G

WEBSITES and RESOURCES

Organizations

Office of Safe and Drug-Free Schools
U.S. Department of Education
400 Maryland Avenue, SW
FB-6
Washington, DC 20202-6123
Telephone: 202-260-3954
Fax: 202-260-7767
Web: www.ed.gov/offices/OESE/SDFS

The Safe and Drug-Free School Program staff provides additional information about the administration of SDFSCA programs, as well as implementation of the Gun-Free Schools Act, the Unsafe School Choice Option, and Pro-Children Act provisions.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605
Web: <http://www.ed.gov/offices/OM/fpco/index.html>

The Family Policy Compliance Office provides information concerning the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Questions concerning administration of student surveys and confidentiality of education records should be addressed to this office.

Office of Special Education and Rehabilitation Services (OSERS)
Office of Special Education Programs (OSEP)
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202
Telephone: (202) 205-5507
Web: <http://www.ed.gov/offices/OSERS/OSEP/index.html>

The Special Education Programs staff provide information about requirements governing disciplining of students covered by the Individuals with Disabilities Education Act (IDEA), and how the requirements of the Gun-Free Schools Act can be applied to students covered by IDEA.

Office for Civil Rights
U.S. Department of Education
Customer Service Team

Mary E. Switzer Building
330 C Street, SW
Washington, D.C. 20202

Telephone: 1-800-421-3481
FAX: 202-205-9862

Email: OCR@ed.gov

Web: <http://www.ed.gov/offices/OCR/>

OCR enforces five Federal statutes that prohibit discrimination in education programs and activities that receive Federal financial assistance. These laws prohibit discrimination on the bases of race, color, and national origin, on the basis of sex, on the basis of disability, and on the basis of age. OCR also has been given responsibility for enforcing Title II of the Americans with Disabilities Act of 1990.

National Resource Center for Safe Schools
101 SW Main, Suite 500, Portland, OR 97204
Telephone: 1-800-268-2275 or (503) 275-0131
Fax: (503) 275-0444
Web: www.safetyzone.org

The National Resource Center for Safe Schools provides training and technical assistance on a variety of issues related to school safety. The Center is supported jointly by the U.S. Department of Justice and the U.S. Department of Education.

National Institute on Alcohol Abuse and Alcoholism (NIAAA)
National Institutes of Health
Department of Health and Human Services
6000 Executive Boulevard - Willco Building
Bethesda, Maryland 20892-7003
Web: <http://www.niaaa.nih.gov/>

NIAAA is one of 19 institutes that comprise the National Institutes of Health. It supports and conducts research on the causes, consequences, treatment, and prevention of alcoholism and alcohol-related problems.

National Institute on Drug Abuse (NIDA)
National Institutes of Health
Department of Health and Human Services
6001 Executive Boulevard
Bethesda, Maryland 20892-9561
Ph: (301) 443-1124
Web: <http://www.nida.nih.gov>

Another of the National Institutes of health's 19 institutes, NIDA supports and conducts research across a broad range of disciplines that improve drug abuse and addiction treatment, prevention, and policy.

Office of National Drug Control Policy (ONDCP)

Correspondence can be sent to:

Drug Policy Information Clearinghouse

P.O. Box 6000

Rockville, MD 20849-6000

Ph: 1-800-666-3332

Fax: 301-519-5212

email: ondcp@ncjrs.org

Web: <http://www.whitehousedrugpolicy.gov/>

ONDCP establishes policies, priorities and objectives for the nation's drug control programs. The Director of ONDCP produces the National Drug Control Strategy, which is designed to help achieve ONDCP's goals of reducing illicit drug use, manufacturing and trafficking, drug-related crime and violence, and drug-related health consequences. The Strategy directs the Nation's anti-drug efforts and establishes a program, a budget, and guidelines for cooperation among Federal, state and local entities.

Division of Adolescent and School Health (DASH)

Centers for Disease Control and Prevention

Department of Health and Human Services

Web: <http://www.cdc.gov/nccdphp/dash>

DASH seeks to prevent the most serious health risks among children, adolescents, and young adults by identifying and monitoring high risk behaviors; synthesizing and applying research; supporting its constituents in implementing comprehensive adolescent and school health programs; and providing technical assistance to State and local educational agencies evaluate their school health policies, teacher training and curricula.

Center for Substance Abuse Prevention (CSAP)

Substance Abuse and Mental Health Services Administration

Ph: (301) 443-0365

Web: <http://www.prevention/samhsa.gov>

CSAP is responsible for improving the quality and accessibility of substance abuse prevention services. The Center provides national leadership in programs, policies, and services to prevent the onset of illegal drug use, underage alcohol and tobacco use, and to reduce the negative consequences of using substances.

Center for Mental Health Services (CMHS)

Substance Abuse and Mental Health Services Administration

Department of Health and Human Services
P.O. Box 42490
Washington, DC 20015
Ph: (800) 789-7647
Web: <http://www.mentalhealth.org>

CMHS is charged with leading the national system that delivers mental health services. In that role, CMHS leads federal efforts to treat mental illness by promoting mental health and preventing development or worsening of mental illness. CMHS pursues its mission by helping States improve the quality and range of their treatment, rehabilitation, and support services for people with mental illnesses, their families and communities.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
Office of Justice Programs
Department of Justice
810 7th Street, NW
Washington, DC 20531
Ph: (202) 307-5911
Web: <http://www.ojjdp.ncjrs.org>

OJJDP provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP supports States and local communities in their efforts to develop and implement coordinated prevention and intervention, and to improve the juvenile justice system so that it protects the public safety, holds offenders accountable, and provides treatment and rehabilitative services to juveniles and their families.